

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NE3

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Rusty Kluender

Official School Name: Bloomfield County Jr-Sr High School

School Mailing Address: 311 East Benton
PO Box 308
Bloomfield, NE 68718-0308

County: Knox State School Code Number*: 54-0586-001

Telephone: (402) 373-4800 E-mail: rklunder@esu1.org

Fax: (402) 373-2712 Web site/URL: http://www.bloomfieldschools.net/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Bob Marks Superintendent e-mail: bmarks@esu1.org

District Name: Bloomfield Community Schools District Phone: (402) 373-4800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Jason Hefner

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12NE3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NE3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
(per district designation): 0 Middle/Junior high schools
1 High schools
0 K-12 schools
2 Total schools in district
2. District per-pupil expenditure: 12837

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	12	10	22
1	0	0	0		8	9	9	18
2	0	0	0		9	17	9	26
3	0	0	0		10	10	7	17
4	0	0	0		11	17	7	24
5	0	0	0		12	7	6	13
Total in Applying School:								120

6. Racial/ethnic composition of the school: 5 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
87 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2010	239
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 48%

Total number of students who qualify: 114

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%

Total number of students served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>39</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 12:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	97%	96%	96%	96%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>20</u>
Enrolled in a 4-year college or university	<u>60%</u>
Enrolled in a community college	<u>30%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>10%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

For over a century the Bloomfield Junior-Senior High School, ranked one of the top five performing high schools in reading and math among Nebraska's smallest districts, has been graduating highly educated young adults prepared to enter an advanced school of education and to be responsible citizens in our ever-changing society. Our mission, "to provide educational opportunities to enable students to develop into responsible citizens," is not just a motto posted on our walls, but our pledge to each student who enters our doors to a quality education and the tools necessary to follow their chosen path in life.

Bloomfield is part of a Class 3 K-12 school district located in Bloomfield, NE, (population 1126). The majority of our students are white; 4 percent are American Indian and 3 percent are Hispanic; 65 percent of these are of a rural background, and 43.3 percent are low income. The current building, built in 1927, has been remodeled and updated several times. Our 2011-12 enrollment for grades 7-12 is 127, with a teacher/pupil ratio of 1 to 11. Bloomfield's 94.45 percent graduation rate exceeds the state's overall rate of 85.77 percent. Bloomfield's average student ACT scores (23.8) are consistently higher than both the state (22.1) and national (21) average. More than 95 percent of our graduates pursue a post high school degree. In 2010 our 22 seniors were awarded over \$300,000 in scholarships. Two graduates were accepted into and have graduated from West Point. Alumni repeatedly credit the education and work ethic they acquired as Bloomfield students as a factor in their success.

Bloomfield students also excel beyond the classroom. Science students competing at TEAMS (Tests of Engineering Aptitude, Mathematics and Science) place at the top statewide and have qualified for national competition. The seniors on our Conference Academic Quiz Bowl team placed in the Top 2, three years in a row. Our radio quiz team, competing against schools in two states, consistently earns a finals berth and placed in the Top 2, four times in the past five years. Students qualify for State level in Math Counts, FFA, FCCLA, speech, music, and weight lifting. Our current FCCLA has had two State officers, two national STAR competitors, and last summer one member qualified for the FCCLA Japanese Exchange program. This February, one student's photograph was selected as a finalist out of 58,000 photos submitted in the Photographers Forum High School/College Competition. Nine students qualified and were chosen for conference honor band. For our school's Continuing Improvement Process's evaluation, three seniors wrote, choreographed, and published a reading video showcasing the entire elementary. We are the home of the State Cross-Country Champion for our class size. Our football team has qualified for State Playoffs 23 years in a row.

Part of our students' success stems from a co-operative relationship between the school and the community. Faced with continually shrinking resources, school and community work together to find grants, training, and resources to continue providing quality instruction and co-curricular experiences. In 2009-10 with the goal of placing all students on equal footing in our technological society, students and staff were provided with one-to-one laptops and classrooms were equipped with Promethean boards. Each Veterans Day, the community and the school share portions of the program to honor those who have sacrificed in service to our country. The school, parents, and community share roles at Parent and Honor Nights, as Bee Boosters, as E.C.O.C members, during title programs; student field trips and competitions; and for mentoring students in need. These partnerships open up the opportunity for students to work side by side with community members and also to demonstrate their interest in making a positive contribution to the community. An average of 20 to 30 sizable local scholarships are awarded each year through Memorial and Community Scholarships. The high school, in cooperation with various Nebraska colleges, such as Northeast Community College and Wayne State College, provides a site for adult distance learning and online college credit classes.

Students who move into our district remark that they must work harder at Bloomfield because expectations are higher. Staff members work as a team to provide a variety of teaching styles to continually challenge students and to provide the tools and knowledge needed to succeed in life and become responsible citizens- in the class room, on the playing field, in our school organizations, and in the community. A Bloomfield education is one that each of its graduates will take pride in having earned.

1. Assessment Results:

A. Bloomfield's goal of graduating students proficient in the essential skills necessary to successfully pursue a post high school is evident in our record of students consistently earning high ratings on state assessments. A 98.8 percent proficiency in reading 2011, ranked us 3rd out of 245 schools in reading with a 98.8 percent proficiency on the NeSA. This was up from our 96.9 percent proficiency in reading, and 7th place rank out of 226 schools in 2010. In math, 96 percent of 8th graders exceeded the state's set scale and showed a 23 percent growth; the 11th grade (percent was masked due to low student numbers) showed a 28 percent growth.

NeSA statewide test for reading was administered for first time in spring 2010. Tests measure the newly revised Nebraska reading standards and determine where Nebraska students are proficient on standards. NeSA math testing began in 2010-2011. Up to that point, student proficiency was measured and reported using Nebraska STARS for grades 8 and 11.

NeSA, overall student performance to be proficient in mathematics and reading reflects satisfactory performance on the standards and sufficient understanding of the content at the grade level. NeSA tests grades 7,8 and 11. Each grade and each NeSA test have their own conversion table to determine what is proficient. 7th Grade Readers are proficient with a scale score ranging from 86-134. 8th Grade Readers from 86-133, 11th grade Readers from 86-129. 7th Grade Math proficiency runs from 87-134, 8th Grade Math from 86-134, 11th Grade Math from 87-132.

Data scored students at four levels: beginning, progressing, proficient and advanced.

State guidelines often mask the percent in each of these four levels for school with small numbers.

Bloomfield falls in this category some years, though it has tested 100 percent of its students in grades 8 and 11 each year (except 2008-2009's 97.5%). Also due to only grades 8 and 11 being reported, different groups are scored each year. Because of this, Bloomfield also uses NEWA MAP testing to chart individual growth for students in each grade. Testing 100 percent of its students, Bloomfield met Federal Accountability (AYP) in math and reading in 2010-11 as it has for previous years.

B. Part of Bloomfield's record of high achievement comes from refusing to accept anything less than a student's best in the classroom and on any assessments. The past five years have shown a pattern of positive growth more often than one of loss for our students.

Bloomfield students begin taking the ACT test the end of their 10th grade year. A majority of all graduates having taken the test at least once. A look at 5 years of scores reveal that our average score has risen 3 points during that period. (from 20.8 to 23.8). Every year except 2007-2008 found BHS students scoring above both state and national averages. This is due to our stress on students pursuing courses that cover the academic skills desired by colleges.

Bloomfield's 2006-2010 STARS scores for grades 8 and 11 reveal an average 93 to 98 percent proficiency in Reading. During these years, students met or exceeded the state proficiency (92%) for STARS every year, but 2006-07 in the 8th grade. With the inception of NeSA, recording scores changed to a relative norm scale of 200 points. Our first year (spring 2010), our 8th grade average fell by 1 point below the state norm; the following year our 8th grade exceeded the state norm of 90 with a 113 average. Our 11th grade remained well above the state both years with a 117 average to the state's 84 and then a 130 to 85.

Assessment testing in math followed the same general path as reading. Students in grades 8 and 11 were again reported. Bloomfield again met state proficiency guidelines for STARS for each year. Bloomfield's

STARS scores (2006-2010) for grades 8 and 11 reveal 91.86 and 96.6 percent proficiencies in math. Both groups continued to meet required proficiency with NeSA in 2010-2011. Using the 200 point scale, our 8th grade scored an averaged 123 to the state's 98, and our 11 grade scored a 150 to the state's 79. 5. An exact percent comparison of state to district is masked on the report card due to state reporting guidelines.

Writing has been assessed for each of the two grades every year except 2011, when the 11th grade was not tested due to the introduction of a new computerized test. Only in 2008-2009 did we fall below state averages for proficient students. In the 8th grade this was a marked drop of 78 percent to the state's 95 percent. The 11th grade was 4 percent below the state average. Other years we are normally 5 or more percent above the state.

To emphasize the importance of achievement in the areas of the assessed skills, low scoring and non-progressing students are identified and immediately remediated. With the 2010 switch to NeSA, we experienced a slight drop in reading. Average norm reference scores in reading and math also fell below desired levels in our student subsets of Free and Reduced, Special Education, and Race and Ethnicity, though they remained above the state average for those subgroups. As a large percent of our students are free and reduced, this subset is not viewed as critically different from other students. Focus for improvement extends to all students not meeting established standards of academic achievement. Identified students receive extra practice in weak areas. Special media and print materials are used when needed to enhance learning. Honor students are also recruited to act as silent mentors during testing to keep those with lower attention spans on task.

Www.schooldigger.com NE Dept of Education School Report Card

2. Using Assessment Results:

Nebraska schools' accountability, as mandated by the federal No Child Left Behind Act, has gone through many transitions. Initially Bloomfield developed and administered its own assessments based upon state set standards; we then joined Paul Ekberg's computer based Mid-State Assessment Consortium. From this point we transitioned into NeSA (Nebraska State Accountability), Nebraska's state generated, computer-based tests. During each of these stages we had two goals: to successfully meet our AYP goals and to use the data to evaluate student success and improve instruction in the core areas of language arts, science, math, and social science.

Bloomfield began administering the twice yearly, criterion-referenced NWEA-MAP (Northwest Evaluation Association Measures of Academic Progress) test during the 2010-11 school year. This computerized test, which is given in chunks over essential core skills, measures the academic growth of each individual student throughout the year to determine whether or not the district is meeting state AYP goals. Our students are presented with their previous scores and a new goal score before they begin testing. With the test being scored immediately after answering the last question, students know if they have met their goal. Our students are disappointed if they have not exceeded the goal. Having academic growth is immediately available provides a greater opportunity to assess, identify, and intervene throughout the year than the traditional end of the year achievement tests.

Staff meet together at data retreats to share and review student performance scores. Growth is measured. Areas of concerns are identified and analyzed proactively. Subject-related curriculum is reexamined with the goal of better accommodating individual and class needs. Discussion is held to determine how all our areas of study can work together to foster development in assessed skills. This data also helps identify gaps and overlaps in our curriculum's alignment to the ever-evolving state standards. Identified students, not demonstrating upward progress during extra study sessions during the school year, also attend a two-week summer school session. At the next round of testing, growth is again measured and teaching evaluated.

Bloomfield has always pushed its students to excel. We view performance on standardized tests as an important indicator in the educational direction and success of our students. In addition to the state

mandated assessments, we also use a balanced range of other norm-referenced assessments (ASVAB, PLAN, and ACT) to measure student learning and skills.

We strongly believe and support the importance of the role of the parent in a child's learning and academic success. Effective parental involvement mandates their being kept aware and updated on their child's educational progress. At the end of each academic year, a printout of each student's norm reference NWEA-MAP scores is sent home with the year-end report card. The printout provides the student and the parent with charted information relative to the student's personal progress for the two testing times during the school year. Information depicts how the student scored in relation to other students across the state and information on how the student is performing on a national level. During parent-teacher conferences, teachers also share information on how goals are measured personally for each student by subject. Parents are contacted and asked to support their child's attendance at extra study sessions and during the last hour on Early Out Friday's until there is a significant indication that the student is progressing satisfactorily.

The school's web page also allows parents and community to access color-coded graphs, which chart the percent of all students meeting or exceeding standards in each grade tested and the percent of change for at least five years. Data is masked to protect the identity of students.

Because we understand how essential community awareness and support are to the total learning environment of a school, student success is shared publicly. Student successes are part of the principal's reports each month at the school board meeting; the minutes of these meeting are published on both our web page and the local newspaper. Pictures of students actively involved in both academics and in extra-curricular activities are sent to and published in our weekly paper. Each semester the pictures of our "A" honor roll students are featured on the wall of our main hall, posted on our web, and in the paper. Achievement goals are posted each nine weeks on our AR rewards board. Each spring students and community gather for an Honors night to celebrate academic achievements for students in grades 7-12. We have found that by celebrating all forms of academic achievement as a community, students' desire to score highly on assessments is reinforced.

3. Sharing Lessons Learned:

Bloomfield values interaction among other schools and staff for the opportunity such collaboration provides to better serve the needs of students. The English department has been sharing information about our implementation of the Accelerated Reading program more than 14 years with other schools in Nebraska and neighboring South Dakota. Our student's reading scores have attracted the attention of schools interested in our success. For example, this fall, we were asked to be part of an online survey, which was then used to share our success with the program with interested schools. We attributed much of our success to our dedication to required reading for every grade, to our motivational goals, and to the involvement of community and public library in our program.

Over the course of the last 10 years, the Bloomfield Weight Training and Conditioning Program has been a model for schools across the state and region. Area PE teachers come to Bloomfield to observe our program. Our instructor speaks at various clinics in Nebraska about his 52-week program with six different routines, two proscribed "rest periods", and a plan for reaching fitness peaks at specific times during the year, which coincides with athletic seasons and the post-season play of those seasons. This fall two teachers worked with area teachers at our ESU to create questions for "Check 4 Learning," a three-workshop training session, pertaining to creating strong test questions for a database relating to State Assessments. Later they collaborated with teachers from all over the state to review the questions and share ideas about what would work best. When the database is compiled teachers across the state will be able to pull questions from it and allow students to take practice tests related to a certain standard in Language Arts, Science, and Math.

During the summer of 2011, two teachers worked with other schools and the Nebraska Department of Education to write two new course curriculums on nutrition science and food science that are now being piloting at Bloomfield.

Twice a year activity sponsors meet with like sponsors of our conference to set up yearly guidelines for their programs and to share ideas and materials that work in their program. Beginning teachers often find mentors at meetings whom they can contact during the year.

4. Engaging Families and Communities:

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1. Curriculum:

Bloomfield is a small public school that, because it believes in educating its students as well as or better than larger schools with more available resources, has earned the reputation of possessing a highly qualified and experienced staff that academically pushes its students. Our 255 credit hours required for graduation, with 125 coming from essential core, are higher than the state's standard requirement. Students must be enrolled in seven classes; an eighth class may be a study hall only by parent request. Students are encouraged to take classes that may best prepare them for college. Students needing credit recovery or those below grade level may repeat the class or take APEX or online classes. Independent reading is encouraged in every classroom. The curriculum is designed around the state's standardized objectives and allows students to build upon previous skills.

Thirty credits of math are required, students can choose from two courses of study: college preparatory or general math skills. Accelerated Math is incorporated into junior high. "Math All Around Us" draws relationships between life and math skills.

A required science curriculum is taught through grade 10, students may then complete credit hours (35 required) by choosing from chemistry, anatomy and physiology, or physics. All offerings relate science to life experiences and to intrigue students to further explore or to exclude science as a career choice.

The 40 credits required in English encompass literature and independent reading, writing mechanics, and communication processes to build skills in comprehension, vocabulary, and critical thinking. Students practice essay writing, public speaking, and research skills. Seniors have the options of college prep and literature or job related communication. Electives offer advanced skills in speech, creative writing and desktop publishing.

Physical education centers on lifetime health and wellness. Weight training and PE classes incorporate units on nutrition and fitness that relate to athletic performance, conditioning, and activities that can be continued throughout life. Weight training and conditioning is based on a locally created program. PE focuses on lifetime activities and team sports. Aerobic and anaerobic activities use the weight room fitness equipment and video workouts. Activities, such as handball, Frisbee football, badminton, and tennis, give non-athletes a more level playing field, yet reinforce teamwork and foster competitive play.

Bloomfield's three years of Spanish are based on the Five Standards of Foreign Language. Reading, writing, and speaking skills progress through the acquisition and practice of new vocabulary. Projects raise cultural awareness.

Junior high career education/computer classes build mastery in skills (i.e. document formatting, word processing, electronic presentation, and spreadsheets) to enable our students to enter college/workplace proficient in the basic applications of technology.

The social science curriculum (35 credits required) focuses on developing a working knowledge of the social sciences in relationship to a student's life today and in the future. It incorporates discussion, essays, map skills, note-taking, current events, and student projects to immerse students into the study of world geography, U S history, American Government, economics, and NE history.

Ten credits in fine arts are required. Art (7-12) introduces art history and processes and techniques involving drawing, painting, sculpture, design, and printmaking in both 2D and 3D. Music develops the appreciation and skills necessary to continue music throughout life. Students are expected to read music and understand musical terms and symbols by the end of their first year. Individual and group practice is

mandatory. Those who cannot fit class into their schedule may practice independently to perform publicly with the group. Concerts, pep band, and contests develop music appreciation and showcases musical talents.

2. Reading/English:

Bloomfield's English curriculum has been developed to ensure that all students are exposed to language arts skills that will enable them to succeed in everyday life and prepare them for advanced studies in literature and research. While each English class 9-12 has a specific curriculum, all share essential basic skills units so students may progress in their mastery in the areas of reading, writing, and literature.

Classroom and independent reading is a tradition at Bloomfield. In 1998 Accelerated Reading replaced the formal book report in grades 7-12. Focus increased when reading comprehension became our school's goal in 2008. Each fall, Star Vocabulary is used to test reading comprehension and word recognition. Student growth is checked each spring. Reading levels and point requirements are based on test results and on teacher recommendation. One day each week is set-aside in the classroom strictly for reading. After completing a book, students test their comprehension over both content and vocabulary. English instructors work with the library to choose over 100 new titles dedicated to the reading program each year.

In addition to AR, students are exposed to a variety of genres of literature in both written and video/computer forms. To enhance comprehension, students incorporate a three-levels of questioning method to first critically analyze and then discuss the material and its use of literary elements. Analogies improve logic, reasoning, and vocabulary skills Study guides are available for a more directed method of study.

Students, who struggle with their AR goal or with the state reading assessments and those who have been identified as at-risk readers, receive additional help at Friday Reading. During this is a one-hour block, students read nonfictional articles using World Book Online; they then review the article to answer preset comprehension questions. The resource department, which has its own library of high interest books, provides extra tutoring. Also paraeducators work with small groups, listening to them read orally for comprehension or to take notes.

The need for successful writing across the curriculum guides instruction in grammar and writing mechanics. Daily Oral Language provided daily editing practice. Essay instruction follows the Five-Paragraph Essay and Six Traits of Writing models. Essays, research papers, creative writing, and speeches reinforce the importance of organization, supporting details, transitions and word style.

3. Mathematics:

Starting with Math Counts in junior high and continuing with Wayne State College competitions in senior high, BHS students competing to demonstrate skills in math. Students take pride in that fact that they regularly score well above the state average on math assessments. In fact on the day of testing, students often vie with each other to not only exceed their previous score, but also to outscore others in the school.

Bloomfield instructors stress the importance of math skills in all walks of life. Working together they have incorporated a developmental math series curriculum to increasingly challenge students as they move upward through the curriculum. Students may choose from nine different math classes that range from Math 1 to calculus. Over 90 percent of BHS students take the traditional route of Algebra I, Geometry, Algebra II or Advanced Algebra, and Trigonometry. The inclusion of APEX math courses allows more choice of advanced classes and more scheduling flexibility for credit recovery. "Math All Around Us" is a teacher created program for junior high to provide extra credit while creating a connection to the importance of math beyond the school walls. Students research and write about math related careers or the use of math in the job of someone outside of school.

Instructors employ a diverse set of approaches to meet a wide range of learning styles, to mediate low achievers, and to challenge advanced students. Classes have been designed to allow both college and non-college bound students to progress at a steady pace. Algeblocks manipulatives and math online projects add variety to daily lessons while providing additional preparation for college. Accelerated Math allows students to quickly identify and reinforce skills. Junior high students practice State Standards through bell ringers and through group/partner work. Daily math interaction with paraeducators; in addition to the two math instructors and two additional certified staff members guarantee available help for all students before, during, and after school. Students struggling to perform at grade level receive additional tutoring two mornings each week before school. After school help focuses on tutoring for students who are not currently passing. The resource department and the option of redoing assignments to master skills are also available.

4. Additional Curriculum Area:

The Bloomfield science curriculum develops a student's understanding of the changing nature of science and of the values and assumptions on which it is based. Students investigate, clarify, and test theories to gain essential understanding of how science affects life. In addition to required grade level courses students in grades 7 through 10, students chose at least one addition class from electives to complete their required graduation hours.

All courses are correlated to state objectives in the weekly lesson plans. This allows instructors to measure student understanding before moving on to a new concept. Students are challenged to master a range of skills beyond those normally referred to as basic in order to be ready for college.

Technology and experimentation enhance student learning by involving students in fact-finding investigations. Hands on and computer generated activities show students how scientific accomplishments result from the cooperative efforts of investigative researchers working to meet the changing needs of humans and to make logical sense of the world around us. Experimentation and lab work also inspire a sense of wonder and respect for life and the environment. Their structured format trains students in their responsibility to follow logical steps, to be organized, to keep records. They learn how faulty or careless research can lead to failure and potentially harm others and our world. Computer generated virtual dissections allow students to explore areas that would not be possible due to our limited resources, and increases awareness of how technology can advance all areas of study.

Using purposeful inquiry, physics students create K'Nex roller coasters and learn about measurement, inertia, and speed and acceleration. Students relate science to their school athletics by studying examples of ball and body movements that deal with both kinetic and potential energy. Responsibility to the world's environment is the basis of a recycling unit. Life Science students build compost containers, recycle food into fertilizer, and then grow vegetables in a greenhouse, which they have built. Junior high students take home plants at the end of the year from seeds they plant on Earth Day.

Stressed as an essential part of every student's education, our science curriculum enables students to better understand the natural world in order to contribute responsibly the human made world.

5. Instructional Methods:

Because successful student learning is the most important aspect of an educational institution, Bloomfield continually reviews and updates teaching methods and the tools used to enhance the mastery of basic and advanced skills. The relevance of technology in today's educational settings was addressed with one-to-one laptops for grades 7-12 in 2009 and the installation of Promethean boards in each classroom in 2010. These have provided our students opportunities to explore and experience learning beyond the pages of a book and to learn in a manner that stimulates them to be both inquisitive and creative.

To provide effective instruction for all students, Bloomfield offers several avenues of study. Advanced students take classes offered by our state colleges both online and in our distance-learning lab. Distance learning and independent studies also provide classes to supplement curriculum or to answer scheduling problems. Students failing to succeed or having been identified as at-risk are assigned mandatory study halls available before and/or after school until they are passing. Here paraeducators and core teachers assist them individually and in small groups. Our Early Out Fridays provide these same students and ones with poor assessment scores with one-on-one study help during the last regular period of that day.

In 2009 the APEX online learning program was introduced to aid students in gaining success in both basic and advance studies. With its adoption, we recognized that the regular classroom teacher cannot always effectively meet the diverse needs of all the students in their classroom. Originally set up for credit recovery, Apex classes are now chosen by many Bloomfield students to earn credit in advanced course work.

Special education instructors and paraeducators work in partnership with classroom teachers to ensure the best outcome for students identified with learning needs. Individual IEP's guide teaching modifications and expectations allowing most students to be integrated into the regular classroom and still experience learning success. 504 Plans and RTI (response to intervention) build upon the needs of non-resource students who periodically need help achieving success.

The web-based version of CLPS, with its easy access to current classroom objectives, lesson plans, and homework provides parents and students the means to stay on top of expectations set for each class from any internet location.

6. Professional Development:

Bloomfield's professional development is an ongoing process to enable staff to gain or polish skills so they may continually provide quality-learning experiences to every student on a personal, academic and technological level. Over 50 percent of the staff belongs to at least one professional educational group. Para-educators must have a requisite number of college hours or earn state certification.

All certified staff and administration are required to complete APL's, five-day classroom management training. Working with other area teachers and trained specialists strategies to improve classroom management, time management, and instructional techniques are explored. Para-educators also are sent to state provided training related to their area.

Each year time is set aside to reinforce classroom use of technology, such as the iPad, Promethean board, and Clickers. Initial training session are systematically followed up with review and advanced sessions that also focus on accessing and using online or computer generated lesson plans, which are correlated to state objectives. Whenever updates and changes effect our online grading program and lesson plan program, teachers are retrained so they can continue to successfully report student grades, testing results, and parent information.

Each instructor is required to regularly earn a requisite number of professional points through involvement in activities and workshops related to teaching or by earning advanced college credit. Several staff have earned credit in administrative classes in order to better understand the school environment and its relationship to the students we educate. Coaches attend both state and privately sponsored workshops and rules meeting. Twice yearly, business and FCS teachers meet at our ESU to exchange successful techniques and new applications in technology. ESU work sessions cover areas, such as assessment data; RTI, a systematic approach to improve skills of at-risk students; or Nebraska Career Connections update staff on new trends and methods.

BHS staff view professional development as a pledge to students to be relevant in all aspects of education. Staff members meet monthly to share concerns and successes related to student learning. During meetings instructors, who have taken advanced training, assume leadership roles in order to guide new trends or the incorporation of an identified essential skill into all areas of study. Bloomfield teachers understand that if students are to progress in the acquisition of knowledge the staff must also continue to learn.

7. School Leadership:

In a small rural school, leadership is shared between the superintendent and the principal. Though each has specific roles, both must be ready to assume roles of visionary, mediator, disciplinarian, and decision maker. Always in the public eye, each must be a strong and respected leader, knowledgeable about the community and its students. With a vision of academic success for all students, teachers depend on administrative leadership to provide them the necessary tools and time and also to nurture the support of parents and community for both new and established programs.

The principal is the most directly involved in creating and maintaining a learning environment that promotes both academic achievement and responsibility for self and to others. Essential to this is an active involvement with current curriculum, classroom instruction, assessment practices; and quality contact with teachers and students.

The principal understands and implements board policies so students and staff have consistency in the expectations and tasks they face each day. The principal supports staff to enable them to instruct each student that enters the classroom, and works with staff to oversee the maintenance of students' records, the correlation of instruction to state objectives, and classroom management. The principal encourages teachers to be involved in important decisions and policies by supporting their right to be heard.

The success of our Continuing Improvement Process is relative to the leadership provided by the administration. We rely on the principal to be well versed in each step of the process and provide insight during in the interpretation of data. Our school goal of "improving reading comprehension" relies on more than classroom teachers. We rely on funding budgeted by the superintendent to secure the print and technology to best help our students meet their goals, and on the principal to back required reading.

Guidance and leadership during the implementation, interpretation, and reporting of NeSA assessments and NWEA MAP have been key to the progress our students. We trust in the principal to closely monitor scores, to lead the staff in disaggregating the data to determine student needs and strengths, to help establish clear goals for growth, and then to keep these goals forefront in the minds of students and staff.

Our school leadership's traditional attention to detail, while still encouraging the intellect and vision of students and teachers, has established a strong foundation for student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: NeSA

Edition/Publication Year: 2011

Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	97	92	91	77
Exceeds	73	75	62	67	72
Number of students tested	11	22	24	19	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds			100	100	
Exceeds			50	45	
Number of students tested	5	7	10	11	3
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested				1	
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	2	5	4	
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
6. White					
Meets and Exceeds	100	100	100	100	77
Exceeds	70	85	57	63	72
Number of students tested	10	20	21	16	24
NOTES:					
Bloomfield used NeSA in 2011 for the data, and prior to that year we pulled data from STARS (Student Performance and Reporting System).					

12NE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11

Test: NeSA

Edition/Publication Year: 2011

Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	90	89	99	100
Exceeds	45	38	41	58	75
Number of students tested	11	21	24	19	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds				100	
Exceeds				55	
Number of students tested	5	9	9	11	3
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested		1		1	
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	1	4	4	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	100	90	100	100	100
Exceeds	40	37	48	69	75
Number of students tested	10	19	21	16	24
NOTES:					
Bloomfield used NeSA in 2011 & 2010 for the data, and prior to those years we pulled data from STARS (Student Performance and Reporting System).					

12NE3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: NeSA

Edition/Publication Year: 2011

Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	89	96	94	91	93
Exceeds	42	64	70	82	84
Number of students tested	20	25	17	23	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	5	0	6	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds		96			
Exceeds		64			
Number of students tested	8	13	7	9	4
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	1			
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	5	1	2	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	94	96	94	91	93
Exceeds	17	64	70	82	84
Number of students tested	19	24	17	22	11
NOTES:					
NeSA data was pulled for the years of 2011. * The previous 4 years, we pulled STARS Testing Results. We report 8th and 11th grade to the Nebraska Department of Education.					

12NE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: NeSA

Edition/Publication Year: 2011

Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	89	56	92	95	70
Exceeds	42	8	79	80	55
Number of students tested	20	25	17	23	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	5	0	5	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds		41			
Exceeds		8			
Number of students tested	8	13	7	9	4
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	1			
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	5	1	2	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	88	58	92	90	70
Exceeds	44	8	71	78	55
Number of students tested	19	24	17	22	11
NOTES:					
NeSA data was pulled for the years of 2011 and 2010. * The previous 3 years, we pulled STARS Testing Results. We report 8th and 11th grade to the Nebraska Department of Education.					

12NE3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: NeSA

Edition/Publication Year: 2011

Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	96	90	99	96	91
Exceeds	26	75	81	71	71
Number of students tested	27	18	22	10	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92				
Exceeds	25				
Number of students tested	12	4	7	3	5
2. African American Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	1			
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	5	3	2	1	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	96	81	100	90	91
Exceeds	27	17	85	50	71
Number of students tested	26	16	20	10	18
NOTES:					
Bloomfield used NeSA in 2011 and 2010 for the data, and prior to those years we pulled data from STARS (Student Performance and Reporting System).					

12NE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: NeSA

Edition/Publication Year: 2011

Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	86	72	97	100	97
Exceeds	19	22	63	83	70
Number of students tested	27	18	22	10	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92				
Exceeds	17				
Number of students tested	12	8	8	3	5
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	1			
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	5	2	2	1	
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	84	75	100	100	81
Exceeds	19	19	81	83	70
Number of students tested	26	16	21	10	18
NOTES:					
NeSA data was pulled for the years of 2011 and 2010, the previous three years we pulled data from the STARS testing.					

12NE3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	94	94	94	91	85
Exceeds	40	70	70	74	74
Number of students tested	58	65	63	52	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92	95	95	95	92
Exceeds	48	62	63	55	45
Number of students tested	25	24	24	23	12
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	2	0	1	0
4. Special Education Students					
Meets and Exceeds		100			
Exceeds		90			
Number of students tested	7	10	8	7	0
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	96	93	98	93	85
Exceeds	31	58	70	69	74
Number of students tested	55	60	58	48	53
NOTES:					
Bloomfield used NeSA in 2011 and 2010 for the data, and prior to those years we pulled data from STARS (Student Performance and Reporting System).					

12NE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	89	71	92	97	92
Exceeds	31	21	58	72	69
Number of students tested	58	64	63	52	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92	57	95	96	86
Exceeds	36	20	59	71	56
Number of students tested	25	30	24	23	12
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	3	0	1	0
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	8	7	7	0
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets and Exceeds	88	72	97	95	87
Exceeds	31	20	66	76	69
Number of students tested	55	59	59	48	53
NOTES:					
NeSA data was pulled for the years of 2011 and 2010, the previous three years we pulled data from the STARS testing.					

12NE3